TRANSITION IEPS FOR STUDENTS WITH MODERATE TO SEVERE DISABILITIES

Eleventh Annual Transition Conference
October 3-5, 2011

Dr. Ed O'Leary

IF ONLY…

TRANSITION

PASSING THE BATON

THE PURPOSE

Individuals with Disabilities Education Improvement Act of 2004

Purpose:
- A free appropriate public education... designed to meet their unique needs and prepare students for <u>further education</u>, employment and independent living.

Shift in emphasis to:
- Results oriented approach.
- Focus on improved results.

THE PHILOSOPHICAL FOUNDATION

IDEA and Disability Policy

Congress finds that:
<u>Disability is a natural part of the human experience</u> and in no way diminishes the right of individuals to participate in or contribute to society.
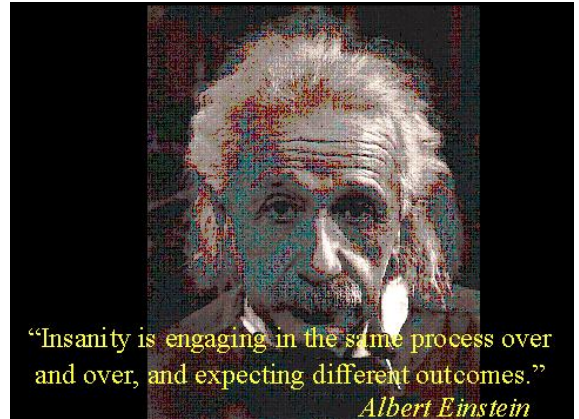
This includes such things as:

- Living independently
- Enjoying self-determination
- Making choices
- Pursuing meaningful careers
- Enjoying full inclusion and integration in the economic, political, social, cultural, and economic mainstream of American society.

UNDERSTANDING THE INTENT AND LANGUAGE

Transition

Broad definition:

- **Formal process of cooperative planning** that will assist students with disabilities to move from school into the adult world.
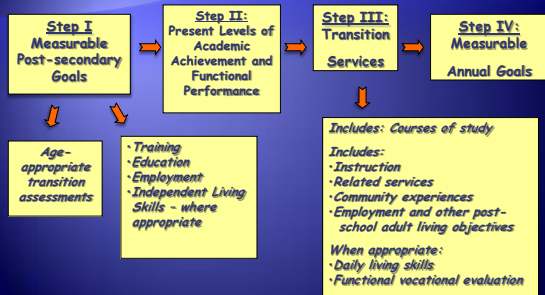

"Insanity is engaging in the same process over and over, and expecting different outcomes."
Albert Einstein

Meeting the Transition Requirements and Needs of Students Means

CHANGING THE IEP PROCESS

Traditional IEP Process

Present Level of Performance → Annual Goals → Short Term Objectives

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IEP Process for Results

Step I: Measurable Post-secondary Goals

Step II: Present Levels of Academic Achievement and Functional Performance

Step III: Transition Services

Step IV: Measurable Annual Goals

Age-appropriate transition assessments

- Training
- Education
- Employment
- Independent Living Skills – where appropriate

Includes: Courses of study

Includes:
- Instruction
- Related services
- Community experiences
- Employment and other post-school adult living objectives

When appropriate:
- Daily living skills
- Functional vocational evaluation

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A PARENTS PERSPECTIVE

State Performance Plans (SPP)

Annual report to the public on the performance of each local educational agency according to the targets in the SPP.

Annual report to the Secretary on its performance according to the states SPP targets. This report is called the Part B Annual Performance Report (APR).

- Outlines 20 Indicators that must be reported annually
- Provides Data Sources and Measurement
- Delineates Measurable and Rigorous Targets for the Six Years of the Plan
- Outlines Improvement Activities
- *Four indicators deal directly with transition efforts*

Transition Services in Schools - Indicator 13

Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age appropriate transition assessment; and IEP that includes transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; an IEP that includes annual goals related to the student's transition services; evidence that the student was invited to the IEP Team meeting where transition services will be discussed; and evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

March 2009

TOPs and Indicator 13 Questions

Criteria for Meeting I-13

- Is there a measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?

- Is (are) there annual IEP goal(s) related to the student's transition services needs?

- Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

- *Is (are) the postsecondary goal(s) updated annually?*

Indicator 13

Is there evidence that the student was invited to the IEP team meeting?

TOPs - Question 1.

Essential Elements

- Every student who's IEP will be in effect when the student turns 16 years of age, or younger if determined appropriate by the IEP team, must be invited to their IEP meeting.

- Documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP team meeting.

Self Advocacy, Self Determination Self Directed IEP Training

- Beginning with the first IEP to be in effect when the student turns 16 years of age, or younger if determined appropriate, the student must be invited to their IEP meeting.

- Parent Notice is NOT an invitation to the student to attend their IEP meeting.

- Invitation to attend does not mean equal opportunity for participation or decision making.

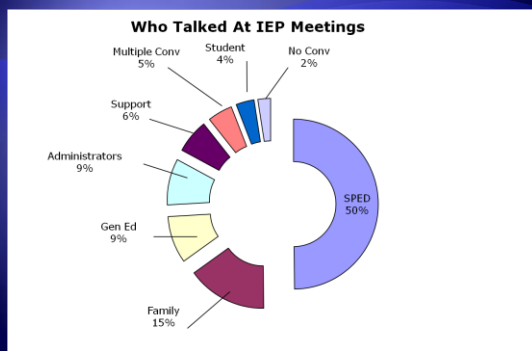## Invite or Inform

Invite implies the intent to *participate*

Inform does not

Participation requires preparation

Self Advocacy Self Determination Self Directed IEP Training

One of the most critical practices to immediately improve the development and delivery of transition services that will impact post school results is to actively engage the student in all discussions and decision making in their IEP

Who Talked The Most – The Least

Who Talked At IEP Meetings

- Multiple Conv 5%
- Student 4%
- No Conv 2%
- Support 6%
- Administrators 9%
- Gen Ed 9%
- Family 15%
- SPED 50%

Average Length of Meeting

Teacher Directed
- 29.05 minutes

Student Self-Directed
- 33.57 minutes

Student directed meetings are not statistically significantly longer than teacher-directed meetings.

Dare to Dream

For more than a decade, the New Jersey Office of Special Education Programs has sponsored regional *Dare to Dream* Student Leadership conferences that highlight the importance of student self-advocacy and leadership.

Each conference features presentations from accomplished students and young adults with disabilities who have demonstrated exemplary self-advocacy and leadership skills.

The Student Leadership conferences have long been a positive and empowering experience for thousands of New Jersey's students.

http://www.youtube.com/watch?v=Yv5N6eugyik

Indicator 13

If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?

TOPs - Question 5.

Essential Elements

- ◆ **Any other agency that is likely to be responsible for providing or paying for any transition services must be invited to attend the IEP meeting.**

- ◆ **The invitation of any other agency must occur with the consent of the parents, or a student who has reached the age of majority.**

Indicator 13

Is there an appropriate measurable postsecondary goal or goals that covers
- *education or training*
- *employment, and*
- *as needed, independent living?*

TOPs - Question 13 a. 13 b. and 13 c.

IEP Results Process for Transition Services

Step I
Measurable Post-secondary Goals

- Training / Education
- Employment
- Independent Living Skills – (where appropriate)

Age-appropriate transition assessments

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Measureable Post Secondary Goals

Measurable Annual Goals
Educators/Systems

Measurable Post secondary Goals
Student's

Essential Elements

- The IEP contains a measurable postsecondary goal or goals for the student in education/training, employment and where appropriate, independent living skills.

- The goal can be counted or measured.

- The goal will occur *after* the student graduates/terminates from school.

- Based upon the information available about the student, the postsecondary goal(s) seem appropriate for this student.

Must public agencies measure achievement of the goals once a student has graduated or has aged out?

There is no requirement for public agencies to determine whether the postsecondary goals have been met once a child is no longer eligible for FAPE.

FAPE must be made available to all children residing in the State in mandatory age ranges. However, the obligation to make FAPE available does not apply to children who have graduated from high school with a regular high school diploma or to children who have exceeded the mandatory age range.

When a child's eligibility for FAPE terminates under these circumstances, the LEA must provide a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting the child's postsecondary goals.

Nothing in the *IDEA* requires the LEA to measure the child's progress on these postsecondary transition goals, or provide any special education services to the child after the child has graduated from a regular high school or exceeded the mandatory age range for FAPE.

Accountability for Students Attaining Measureable Postsecondary Goals

If the goal is measurable and occurs after the student has left…I am concerned about liability issues when student's don't meet the stated goals after school.

NSTTAC Response

…IDEA 2004 does <u>not</u> require that LEAs are held accountable for the attainment of postsecondary goals. The stated measurable postsecondary goals are required components of transition planning. There are numerous mediating factors that positively or negatively affect an adult's acquisition of goals, for which a school could not be held accountable. The purpose of the legislation and this indicator is that a student's education program support their goals beyond secondary school.

NSTTAC Indicator 13 Checklist Frequently Asked Questions and Responses – Question # 14
www.nsttac.org/pdf/i13checklistqa.pdf

WHAT IS REALISTIC?

How do I write measurable postsecondary goals?

- Use results-oriented terms such as "attend", "work", "live independently"

- Use descriptors such as "full time" and "part time"

- Begin with "After high school…"

Measurable Postsecondary Goal Areas

Training or Education
Specific vocational or career field, independent living skills training, vocational training program, apprenticeship, OJT, job corps, 4 year college or university, technical college, 2 year college, Vocational Technical School (less than a two year program) etc.

Employment
Paid (competitive, supported, sheltered); unpaid employment (volunteer, in a training capacity); military; etc.

Independent Living, where appropriate
Adult living, daily living, independent living, financial, transportation, etc.
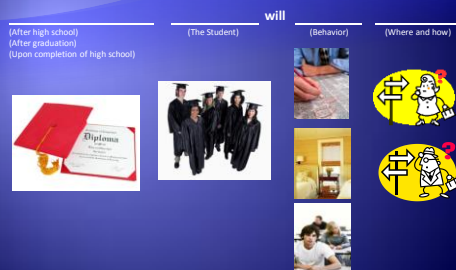
Case Study Example

Postsecondary Goal Questions

- Where will student work or engage in productive activities after graduation?

- Where and how will student continue to learn and/or develop skills after graduation?

- Where will student live and how will he or she access adult services, participate in the community, and have fun after graduation?

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

A Helpful Formula

will

| (After high school) (After graduation) (Upon completion of high school) | (The Student) | (Behavior) | (Where and how) |

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Postsecondary Goals: Students with Moderate Disabilities

Examples of Postsecondary Goals

Education/Training:
- After high school, Lissette will participate in weekly instruction on independent living skills at the local Independent Living Center in her community

Employment:
- After high school, Lissette will work on-campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Examples of Postsecondary Goals

Independent Living:
- After high school, Lissette will live semi-independently with a roommate in a assisted living apartment with supports provided through DD Services

- Upon completion of high school, Lissette will utilize public transportation, including the public bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Postsecondary Goals: Students with Severe Disabilities

Examples of Postsecondary Goals

Education/Training:
- After graduation, Lilly will participate in a center-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.

Employment:
- After graduation, Lilly will participate in a center-based program with an adult curriculum, receiving services to increase her stamina and mobility to prepare her for work.

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Examples of Postsecondary Goals

Independent Living:
- After graduation Lilly will use an augmentative communication device at home and the center-based program to communicate her wants, needs, and desires and to interact with her environment more independently.

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Bill – as stated in his IEP

Bill has significant limitations across all areas of functioning as well as being medically fragile.

Training programs will not be appropriate for him.

He will require full time nursing care throughout his life and recreational day service programs designed for individuals with such specific needs will probably be most appropriate following high school.

Bill

- 18 years old.
- Receives specially designed instruction with an alternate curriculum in a self-contained setting all day.
- Receives related services of OT, PT and nursing
- Fed via G-tube
- Has tracheotomy and uses a ventilator with oxygen to breathe

Strengths

- Curious, stays alert and awake throughout the school day, seems to enjoy activity around him.
- Enjoys getting verbal and tactile attention from his peers and staff.
- Tolerant of position changes on mat table and allows hand-over-hand assistance to participate in activities.
- Likes using a switch (with assistance) to activate a variety of devices, including the radio and computer.

Present Levels of Academic Achievement and Functional Abilities

- Benefits from sensory stimulating activities and activities to improve his independence and communication.
- Uses facial gestures to communicate his pleasure and displeasure with his current state. Offers a smile to show happiness and a blank stare to show his disinterest.
- Picture/symbol augmentative communication supports have not been successful. Will use simple one-button communication devices with assistance when offered during class activities.
- Uses a manual wheelchair dependently. Requires a 2-person lift or mechanical device for all transfers. Tolerates positioning on mat table.
- Limited fine motor skills result in dependency for all care and hand-over-hand assistance for all activities.

Measurable Postsecondary Goals

Education/Training

- *Training programs are not appropriate*

- *After graduation, Bill will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.*

- *After graduation, Bill will participate in on the job training in using micro switches*

Measurable Postsecondary Goals

Employment

- *Recreational day service program.*

- *Following graduation Bill will participate in technologically supported self-employment or volunteer work and receive job development services from vocational rehabilitation or a community rehabilitation program within 1 year of graduation.*

Measurable Postsecondary Goals

Independent Living

- *After graduation Bill will live at home and participate, to the maximum extent possible, in his daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making, etc.) and environment through the use of technology.*

- *After graduation Bill will participate in community-integrated recreational/leisure activities at the YMCA, going to movies, going to church.*

- *After graduation Bill will utilize an augmentative communication device at home and in the community that allows individuals to communicate with him regarding needs, wants, and desires.*

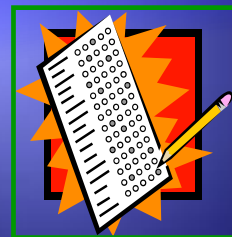## Measurable Postsecondary Goals

Employment

- *After completion of school Bill will volunteer at the Heritage nursing home.*

Indicator 13

Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?

TOPs - Question 16.

Age-Appropriate Transition Assessment

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Transition Assessment

"…ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)"

(The Division on Career Development and Transition of the Council for Exceptional Children)

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

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Transition Assessment Questions

- Where is the individual presently?
- Where is the individual going?
- How do we get the individual there?

(Colorado DPI, 2005)

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

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Jamarreo

- According to the WAIS-R administered on 09/10/09, Jamarreo's performance IQ is in the high average range while his Verbal IQ is in the low average range.
- An audiological report was completed as part of the three year reevaluation.
- Jamarreo reported to his special education case manager on 3/22/06 during an informal interview that he has worked part-time in his uncle's metal shop for the past year and is interested in welding as a career.

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

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Lissette

- Results of performance on state mandated assessments taken during high school indicate Lissette is performing below average in math, reading, and written expression
- Results of an *adaptive behavior checklist* completed by the teacher during Lissette's 10th grade indicate she has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life; however, she continues to need support in this area.
- Community Based Instruction (community and work activities) task analysis checks 8/2008 – 4/2009

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

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Lilly

- *Anecdotal records for an observation period of 10 days* indicate that Lilly is awake for approximately six hours in a 24 hour period. She seems to enjoy receiving verbal and tactile attention from her family members and caregivers
- *A portfolio assessment* indicates that Lilly accesses the general education curriculum through extension activities
- Results of a *physical therapy evaluation* indicate Lilly relies on others to move her wheelchair and place her in a chair, a stander, or on a mat for all activities.

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

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IEP Results Process for Transition Services
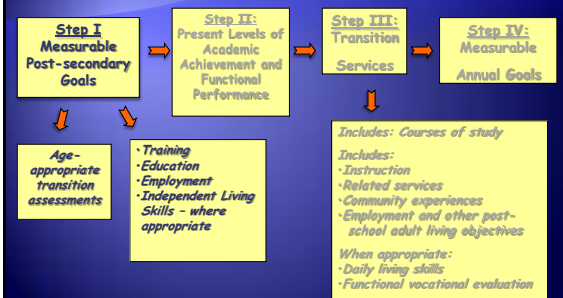
IEP Results Process for Transition Services

Step I
Measurable Post-secondary Goals

Age-appropriate transition assessments

- *Training / Education*
- *Employment*
- *Independent Living Skills – (where appropriate)*

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Defining Transition Assessment
Division of Career Development & Transition

Transition assessment is "the ongoing process of collecting data on the individual's strengths, needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal, and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP" (Sitlington, 1996).

Purpose of Transition Assessment

Measurable Postsecondary Goals – Help students define their MPG's

Course of study – Help students determine and plan courses and educational experiences

Transition services – coordinated set of activities –
- what needs to happen
- by when, and
- who will be responsible to carry out and oversee each activity

Promotes self advocacy and self-awareness

Transition Assessment - Steps

1. Explain the purpose of assessments to students (MPG's, course selection, develop long range plan and activities).

2. Describe the variety of assessments (career, self determination, life skills, etc.) assessment tools and the different kinds of results.

3. With the student, decide which assessments/assessment tools.

4. Conduct assessments.

5. With the student review results:
   - What the results mean
   - Why the results
   - How the information can be used

6. Have students report on assessments – what – why - the results and how they used the information to define their MPG's.

Transition Assessment and Consent

"if an evaluation is specific and individualized to a student AND impacts a student's eligibility for special education and related services or changes those services, it may be an evaluation under IDEA that would require consent."
Letter to Sarzynski (OSEP 2005)

1. Some transition assessments involve only the review of existing data, and while part of an evaluation, parental consent is not required.
34 CFR § 300.300(d).

2. Many transition assessments are used as a screening device for all students (general and special education students) or with an individual student to determine appropriate instructional strategies and/or to monitor progress. In such cases, the transition assessment is not an evaluation, and parental consent would not be required.
34 CFR §§300.300 (d)(1)(ii), 300.302

Transition Assessment and Consent

Excluding the above two examples, which covers most circumstances, if a particular transition assessment administered to a specific student would impact the student's eligibility for special education and related services or change those services, then parental consent would be required.

Ultimately, whether parental consent is necessary for a particular assessment should be determined on a case-by-case basis.

Barbara Goldsby, Supervisor, Secondary Transition Services
CDE, Exceptional Student Leadership Unit, Denver, CO

Indicator 13

Is (are) the postsecondary goal(s) updated annually?

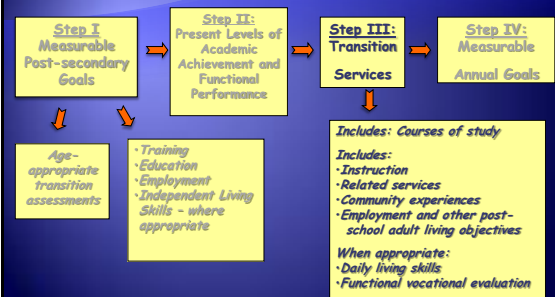TOPs - Question 14.

Essential Elements

- ◆ **The measurable postsecondary goals are addressed and updated in the current IEP.**

- ◆ **If the measurable postsecondary goal(s) was (were) not updated with the current IEP then check "No".**

Indicator 13

Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

TOPs - Question 21.

IEP Results Process for Transition Services

| Step I: Measurable Post-secondary Goals | Step II: Present Levels of Academic Achievement and Functional Performance | Step III: Transition Services | Step IV: Measurable Annual Goals |

Age-appropriate transition assessments

- ·Training
- ·Education
- ·Employment
- ·Independent Living Skills – where appropriate

Includes: Courses of study

Includes:
- ·Instruction
- ·Related services
- ·Community experiences
- ·Employment and other post-school adult living objectives

When appropriate:
- ·Daily living skills
- ·Functional vocational evaluation

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IEP Results Process for Transition Services

Step III: Transition Services

Includes

1. *Courses of study*

2. *Coordinated set of Activities*

- *Instruction*   *- Employment and other post-school adult living objectives*
- *Related services*   *- Community experiences*
- *Employment and other post-school adult living objectives*

When appropriate:
- *Daily living skills*
- *Functional vocational evaluation*

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IEP Results Process for Transition Services

Step III: Transition Services

Includes

1. *Courses of study*

2. *Coordinated set of Activities*

- *Instruction*   *- Employment and other post-school adult living objectives*
- *Related services*   *- Community experiences*
- *Employment and other post-school adult living objectives*

When appropriate:
- *Daily living skills*
- *Functional vocational evaluation*

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Essential Elements

- Locate the course of study (instructional program of study) or list of courses of study in the student's IEP.

- The courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help the student achieve their desired post-school goal(s).

Transition Services Courses of Study

The ARD/IEP team helps the student identify the courses and educational experiences that will prepare them for post-secondary life.

Focus on:
— Courses of study [all courses and educational experiences]
— How the educational program can be planned and relate directly to the student's goals beyond secondary education
— Show how those courses are linked to the MPG's

Promotes the concept that the high school program focuses on post-school results.

Help students and family select courses of study that are meaningful and motivate students to complete their education.
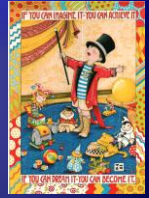
Clarification Language
Courses of Study

If the student and parent are aware of and agree to a change in a course and that change would not have a direct impact on the student achieving his or her desired post-school outcome; or if the student taking the course would not require any accommodations or modifications (which would require goals and objectives); then this change would not be considered a substantive change and would not necessitate another IEP meeting.

Courses of Study

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Course of Study Aligned with Post-Secondary Goals

- A multi-year description of coursework to achieve the student's desired post-school goals from the student's current to anticipated exit year

(Storms, O'Leary, & Williams, 2000)

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Course of Study Questions

- Is a course of study already identified for this student?

- Is this course of study aligned with the student's post-secondary goals?

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Jamarreo

Courses Jamarreo will take his final year of high school include:

- ✓ English IV (1 Credit)
- ✓ Mathematics, III (1 credit)
- ✓ Science (1 Credits)
- ✓ Demonstration of proficiency in state testing of computer skills
- ✓ Career/Technical (1 Credits)
- ✓ Electives (1 Credits)

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Lissette

Courses Lissette will take each year of high school include:

- ✓ Functional Math I, II, III, IV (4 Credits)
- ✓ Functional Reading I, II, III, IV (4 Credits)
- ✓ Introduction to Cooking I, II, III, IV (4 Credits)
- ✓ Safety in the Community I, II, III, IV (4 Credits)
- ✓ Recreation Leisure I, II, III (3 Credits)
- ✓ Work Study Skills I, II, III, IV (4 Credits)

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Lilly

Course of study for Lilly during high school include:

- ✓ Receives specially designed instruction with an alternate curriculum, including instruction focused on self-care and communication skills and linked to the state standard course of study (SCS) in Language Arts, Math, and Science)
- ✓ Course include:
  - ✓ Algebra – using extended content standards
  - ✓ Life Science – using extended content standards
  - ✓ English/Language Arts – using extended content standards

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Indicator 13

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

TOPs - Question 17 (a. – f.)

IEP Results Process for Transition Services

Step III:
Transition Services

↓

Includes

1. *Courses of study*

2. *Coordinated set of Activities*

- *Instruction*
- *Related services*
- *Employment and other post-school adult living objectives*
- *Employment and other post-school adult living objectives*
- *Community experiences*

When appropriate:
- *Daily living skills*
- *Functional vocational evaluation*

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Essential Elements

- ◆ **For each measurable postsecondary goal area there should be some type of instruction, related service, community experience, employment and other post-school adult living objective, daily living skill and/or functional vocational evaluation listed in association with meeting the measurable postsecondary goal.**

- ◆ **The transition services and activities (actions/steps) described under all of these areas is a coordinated plan for the transition from school to post-school adult life.**

COORDINATED SET OF ACTIVITIES

## Writing a Coordinated Set of Activities (CSA)

The CSA must show evidence that:

1. Activities are individualized and <u>student specific.</u>

2. Activities lead toward the achievement of the student's measurable postsecondary goals

3. Activities should show a minimum of 2 years

4. The activities demonstrate coordination between school, family, student and/or outside agency(ies)

Coordinated Set of Activities Defined

- Multi year - at least a 2 year description of coordinated activities/strategies to help students achieve their measurable post secondary goals <u>while they are still in high school</u>

- Should complement the course of study, include steps/activities needed for successful post school transition

- If there are transition services listed that are likely to be provided or paid for by an outside agency then you need to obtain written consent before inviting agency representative to the IEP meeting.

Transition Services
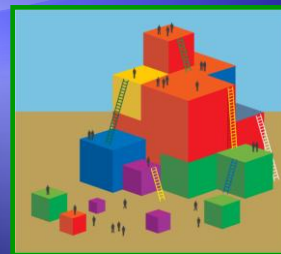
From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Transition Services

- Should focus on academic and functional achievement to facilitate movement from school to post-school life
- For each postsecondary goal, transition services can include:
  - Instruction
  - Related Services
  - Community Experience
  - Development of Employment and Post-School Objectives
  - Acquisition of Daily Living Skills (if appropriate)
  - Functional Vocational Evaluation (if appropriate)

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Transition Service Questions

- What experiences must the student participate in this academic year that are necessary for achieving the identified post-secondary goals?
- What services and specific instruction are essential this year for the student to develop skills and knowledge to attain their post-secondary goals?
- Do we know enough about this student's vocational skills to identify an appropriate post-secondary employment goal or design activities to support the identified goal?

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Jamarreo

Education/training:
- Social skills training
- Instruction related to on the job safety
- Self-determination training
- Instruction related to safety in the workplace
- Instruction related to workplace social behavior

Employment:
- Community based instructional experiences related to construction work
- Work-based instruction with a local welder
- Referral to Medicaid for augmentative communication device coverage (i.e., hearing aid)

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

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Lissette

Education/training:
- Instruction on Community Safety skills
- Travel instruction
- Math instruction - money usage, telling time
- Literacy instruction related to sight word identification
- Instruction related to community safety at the YMCA

Employment:
- Purchase a monthly bus pass
- Safety skills in the community
- Learning to use the pull cord to identify her upcoming stop

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

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Lilly

Education/training:
- Self-care skill instruction
- Instruction in use of augmentative devise

Independent living:
- Community-based independent and community living instruction
- Visits to recreational agencies/facilities in the community

Functional/Vocational Evaluation:
- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, mobility, dexterity
- Ecological Assessment

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Evidence of Coordination

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Evidence of Agency Coordination

- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency?
- If so, include:
  - Agencies identified that would provide or pay for post-secondary services
  - Evidence of parent consent (or student consent at age of majority) to invite agencies
  - Evidence that agencies were invited to the IEP meeting

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Jamarreo

- A consent form signed by Jamarreo, who is 19, indicating that the LEA may contact Central Piedmont Community College

- An invitation to conference in the file for a representative of the job training program at CPCC

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Lissette

- A consent form signed by Lissette's mother, indicating that the LEA may contact the Vocational Rehabilitation office and the Down Syndrome Association (DSA)
- An invitation to conference in the file for a rehabilitation counselor and a representative of the DSA

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Lilly

- A consent form signed by Lilly's mother indicating that the local education agency (LEA) may contact vocational rehabilitative (VR) services to make a referral for evaluation services
- A consent form signed by Lilly's mother indicating that the LEA may contact Social Security Administration (SSA) to schedule a meeting with the family regarding Lilly's benefits
- A consent form signed by Lilly's father indicating that the LEA may contact Medicaid to coordinate referrals to outside agencies for therapy referrals

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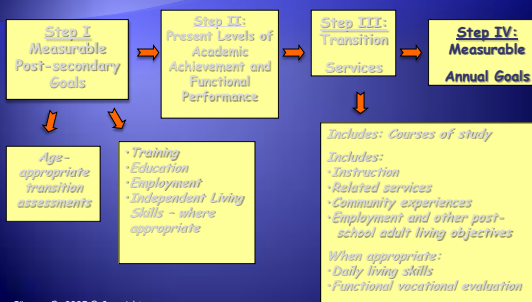

IEP ANNUAL GOAL PROCESS FOR TRANSITION SERVICES: A MODEL
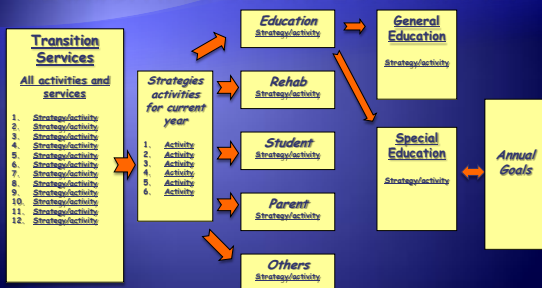
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Indicator 13

Is (are) there annual IEP goal(s) related to the student's transition services needs?

TOPs - Question 15.

IEP Results Process for Transition Services

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Aligning Annual IEP Goals

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Annual IEP Goals

- For each post-secondary goal, there must be an annual goal or goals included in the IEP that will help the student make progress towards the stated post-secondary goals.

Annual IEP Goal Questions

- What skills and knowledge must the student attain this academic year that are necessary for achieving the identified post-secondary goals?

- What skills and knowledge does the student currently have that support their post-secondary goals?

A Helpful Formula

$$\text{Given} \underline{\quad\text{condition}\quad} (student) \, will \, \underline{(behavior)} \quad \underline{(criteria)} \quad \underline{(time\,frame)}$$

(teaching strategies) e.g., 3 out 4 times (by June 09)
e.g., direct instruction 80%
modeling
peer tutoring

Annual IEP Goals: Students with Mild Disabilities

Jamarreo

Postsecondary Education/Training Goal:
- Upon graduation from high school, Jamarreo will attend Central Piedmont Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.

Annual IEP Goal:
- Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Jamarreo will demonstrate appropriate safety skills in shop class with 100% accuracy during the duration of the IEP.

Jamarreo

Postsecondary Employment Goal:
- Upon graduation from high school, Jamarreo will work part-time as a shop helper in his uncle's shop to gain experience in the automotive repair industry

Annual IEP Goal:
- Given direct instruction for completing a small business license application, guided practice, and personal information, Jamarreo will complete an application with 100% accuracy by the end of the 1st school semester.

Jamarreo

Postsecondary Independent Living Goal:

- After graduation, Jamarreo will follow the laws of his community, demonstrating an understanding of the need for laws to ensure his and others' safety

Annual IEP Goal:

- Given computer/video enacted role-plays of legal and illegal activities, Jamarreo will categorize activities with 80% accuracy by March of 2009

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Annual IEP Goals: Students with Moderate Disabilities

Lissette

Postsecondary Education/Training Goal:

- After high school, Lissette will participate in weekly instruction on independent living skills at the local Independent Living Center in her community

Annual IEP Goal:

- Given small group instruction on hand washing, a task analysis, and self-monitoring sheet, Lissette will demonstrate how to appropriate wash her hands with 100% accuracy as measured by the number of correct steps completed on the task analysis during the duration of the IEP.

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Lissette

Postsecondary Employment Goal:

- After high school, Lissette will work on-campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.

Annual IEP Goal:

- Given direct instruction for completing a job application, guided practice, and personal information, Lissette will complete an application with 100% accuracy by the end of the 2nd school semester.

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Lissette

Postsecondary Independent Living Goal:

- Upon completion of high school, Lissette will utilize public transportation, including the public bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.

Annual IEP Goal:

- Given a bus schedule adapted with pictures, Lissette will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy by December of the current school year.

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Annual IEP Goals: Students with Severe Disabilities

Lilly

Postsecondary Education/Training Goal:
- After graduation, Lilly will participate in a center-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.

Annual IEP Goal:
- Given two physically or auditorally presented choices (e.g., classical music, outside noises), Lilly will manipulate a switch with her head to choose the preferred activity or item with 80% accuracy by December of 2009.

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Lilly

Postsecondary Employment Goal:
- After graduation, Lilly will participate in a center-based program with an adult curriculum, receiving services to increase her stamina and mobility to prepare her for work.

Annual IEP Goal:
- Given placement in her chair with a work table or in a stander in the classroom, Lilly will increase her stamina for exposure to multiple vocational tasks by 10% as measured by awake and content during a 20 minute session during one school semester.

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Lilly

Postsecondary Independent Living Goal:
- After graduation Lilly will use an augmentative communication device at home and the center-based program to communicate her wants, needs, and desires and to interact with her environment more independently.

Annual IEP Goal:
- Given physical prompts and picture schedule, Lily will manipulate a switch with her head to signal to staff it is time for her to eat lunch or snack with 80% accuracy by June 2009.

From: Secondary Transition Indicator 13: What Is It and Where Can I Find Resources, Dr. David Test

Essential Elements

- Find the annual goals, or, for students working toward alternative achievement standards, or States in which short-term objectives are included in the IEP, short-term objectives on the IEP.

- Find the transition services associated with the measurable postsecondary goal.

- For each of the measurable postsecondary goals areas there should be an annual goal (or short-term objective) included in the IEP related to the student's transition services needs.

- *NOTE: If an annual goal is included but is not measurable, check "Yes" and note it in the comments section.*

IEP Results Process for Transition Services

Step I: Measurable Post-secondary Goals → Step II: Present Levels of Academic Achievement and Functional Performance → Step III: Transition Services → Step IV: Measurable Annual Goals

Age-appropriate transition assessments

- Training
- Education
- Employment
- Independent Living Skills – where appropriate

Includes: Courses of study
Includes:
- Instruction
- Related services
- Community experiences
- Employment and other post-school adult living objectives

When appropriate:
- Daily living skills
- Functional vocational evaluation

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